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ABSTRACT

This Needs Assessment Process is a professional development model designed as a portion of a program leading to a Master of Arts degree in classroom teaching. The model focuses upon learning to identify and to use basic analytical skills. The object of the course is to enable M. A. candidates to become autonomous in charting their individual professional development. A copy of the assessment form used in the program is presented and includes statements designed to improve skills in analyzing strengths and weaknesses in the following areas: (1) planning, (2) organization and management; (3) working with people; (4) classroom techniques; (5) teaching methods; (6) command of subject matter; (7) use of audio-visual materials; (8) understanding human growth and development; (9) understanding curriculum and curriculum development; (10) evaluation procedures; and (11) personal and professional characteristics. (JD)

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FOR ND 35P

A NEEDS ASSESSMENT PROCESS

DEVELOPING

PROFESSIONAL

AUTONOMY

THROUGH

INDIVIDUALIZED

NEEDS

ASSESSMENT

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DIVISION OF STUDENT TEACHING

AND

PROFESSIONAL DEVELOPMENT

John J. Cragun

and

Donald G. Wilson

SP 016 061

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MAY 27 1980

Developing Professional Autonomy Through Individualized Needs Assessment in the Master of Arts in Classroom Teaching (MACT) Program

John J. Cragun and Donald G. Wilson*

Section A. Introduction

The Master of Arts in Classroom Teaching (MACT) program at Michigan State University is distinguished by some unique features. It is a post-graduate degree program for classroom teachers that aims to be individualized, experience based, needs oriented, flexible and performance directed. In addition, it is conducted on site, with a waiver of the usual campus residency requirement.

Candidates take courses in three areas, two of which--Professional Knowledge and Special Interests--contain the sort of courses one might do in other M.A.'s in Education. The heart of the MACT program, however, is the uniquely characteristic set of courses which constitute the Professional Development section.

In the MACT program Professional Development is a sequence of three course components: ED 838A - Classroom Analysis (three term credits), ED 838B - Instructional Development (a maximum of twelve term credits, taken in termly allotments of two to four credits) and ED 838C - Classroom Synthesis (three term credits). The vital principles of the MACT program are contained in this sequence of Professional Development courses. A

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description of these courses is to be found at the end of this section.

It is on the first of these courses, ED 838A - Classroom Analysis, that we will be concentrating. This course establishes the foundation of the professional autonomy whereby the individual candidate on the MACT program exercises his[1] responsibility for developing his own individualized program of professional development. His autonomy is given increased power through the process of the needs assessment carried out by each candidate in the first weeks of the course.

Such a needs assessment helps each candidate to become aware of precise areas of strength and needs for improvement in his teaching behavior. It is carried out in a non-threatening, supportive environment, aimed at putting the individual teacher in the position where he can choose courses and plan developmental class projects in terms of his own perceptions and desires for professional development.

Before describing the procedures for this needs assessment which have been developed in the Battle Creek Center, it might be useful to indicate some of the sources that have influenced their development.

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[1]In this paper, "he" or "his" is used as the traditional grammatical device for indicating common gender.

Professional Development (12-16 credit hours)

A primary purpose of the Master's program in classroom teaching (MACT) is to enhance a teacher's ability to engage in meaningful self-analysis and to plan for continual professional growth. Approximately one-third of each candidate's program will be devoted to this goal. This portion of the Master's program will include a course in classroom analysis, several instructional development projects/studies and a course in classroom synthesis. The sequence of these courses is as follows:

1. ED 838A Classroom Analysis (3 cr. - numerical grading)

   Classroom Analysis is the first of several courses in a series which are required for satisfactory completion of the degree.

   Emphasis in the course is placed upon the identification and utilization of basic analytical skills in assessing teacher performance in classroom settings.

   The assessment of teaching performance which is accomplished in this course will then lead to meaningful guidance and a more informed selection of subsequent courses and experiences during the remainder of the candidate's program.

2. ED 838B Instructional Development (2-4 cr. - maximum of 12 - P/N grade)

   Following satisfactory completion of Classroom Analysis, candidates will enroll during subsequent terms for two, three or four credits of Instructional Development. A minimum of eight credits is needed to fulfill the requirements.

   Projects (or a series of related projects) will be undertaken by the candidate upon the approval of the professor-supervisor. Successful implementation of this project (or projects) will include a written evaluation of the effectiveness of changes occurring in the candidate's instructional program. Supervision of the projects may include on-site visits to the candidate's classroom, small group seminars among teachers engaged in similar projects and large group meetings in which evidence of a change in classroom performance is presented by the candidate and discussed with others in the program.

3. ED 838C Classroom Synthesis (3 cr. - P/N grade)

   This course is intended to serve as a culminating experience and should be an integration of theory and practice. It should be preceded by at least 36 term hours of course work which is applicable toward fulfilling the requirements.

   Candidates will be assisted in determining personal beliefs and philosophies of education and how these beliefs and philosophies determine or affect attitudes and approaches to classroom instruction. A final professional development report is to be submitted which reflects the candidate's personal beliefs and philosophies, as well as long- and short-term goals for improving teaching effectiveness.

Section B. Influences

1. Clinical Supervision

We share with clinical supervision its urgent concern for improving classroom teaching. We have been influenced by many of the assumptions underlying clinical supervision which have been well summarized by Sergiovanni (1976) as follows:

> In clinical supervision it is assumed, for example, that operationally the curriculum of the school is manifested in what teachers do day by day; that changes in curriculum and in teaching formats require changes in how teachers behave in classrooms; that supervisors are not teachers of teachers; that supervision is a process for which teachers and supervisors are both responsible; that the focus of supervision is on teacher strengths; that given the right climate teachers are willing to improve; that teachers have large reservoirs of talent--often unused; and that teachers want to increase competencies and to be successful for they seek and derive satisfaction for accomplishing challenging and important work.

2. Professional Education: Intervention Theory

The work of Argyris (1970) and Argyris and Schon (1974) has given us many ideas, especially regarding the role and nature of intervention in professional development and the need to respect and develop the client's professional autonomy. In Argyris' view, an "intervenor":

> . . . assists a (client) system to become more effective in problem solving, decision making and decision implementation in such a way that the system can continue to be increasingly effective in these activities and have a decreasing need for the intervenor.

Argyris' prescription for developing this effectiveness in the client system seems relevant to professional development in a MACT program. Argyris prescribes three primary "tasks" of intervention:

(a) Valid and useful information:

> First, it has been accepted as axiomatic that valid and useful information is the foundation for effective intervention. Valid information is that which describes the factors, plus their interrelationships, that create the problem for the client system.

(b) Free choice:

> In order to have free choice, the client has to have a cognitive map of what he wishes to do.
>
> "Free and informed choice entails what Simon has called 'satisficing,' that is, selecting the alternative with the highest probability of succeeding, given some specified cost restraints. Free choice places the locus of decision making in the client system. Free choice makes it possible for the clients to remain responsible for their destiny. Through free choice the clients can maintain the autonomy of their system."
>
> <u>But also, the following practical consideration</u>:
>
> "Free choice is important because there are so many unknowns, and the interventionist wants the client to have as much willingness and motivation as possible to work on the problem. With high client motivation and commitment, several different methods for change can succeed."

(c) Internal Commitment:

> "Internal commitment means the course of action or choice has been internalized by each member so that he experiences a high degree of ownership and has a feeling of responsibility about the choice and its implications. Internal commitment means that the individual has reached the point where he is acting on the choice because it fulfills his own needs and sense of responsibility, as well as those of the system."

A consideration of these ideas influenced us that the Classroom Analysis course (ED 838A) should incorporate these three aims:

(i) to help candidates collect and assess valid and useful information about their classroom behavior related to students' needs and desired outcomes.

(ii) to help candidates who have constructed this "cognitive map" of their professional behavior make as free as possible decisions about courses, projects and learning experiences for the rest of their MACT program.

(iii) as a result of (i) and (ii), to facilitate the development of a high degree of internal commitment to their own professional development in the short term of the 2-year MACT program and in the long term thereafter as a lifelong goal.

3. Self-Assessment and Student Achievement

In ED 838A, in order to generate valid and useful information about their professional behavior in relation to student outcomes, candidates engage in an extensive process of guided self-assessment. This process, which is described later in this paper, is the foundation on which the rest of the MACT program is built. Candidates will use other forms of data gathering and professional assessment (for example, student opinionnaires and peer observations) throughout the rest of the program. But the initial structuring of the cognitive map of one's professional strengths and needs is the result of the guided self-assessment done in ED 838A.

Rosenshine's study of teaching behavior and student achievement (1971) gives some evidence of the validity of using teacher self-ratings as a source of data in this context. He reviewed 21 studies of teacher competencies related to measures of student achievement. The techniques used in these studies were observer ratings, student ratings, teacher self-ratings and peer ratings. He summarized his findings as follows:

> Overall or general ratings of teacher's behavior are particularly high-inference variables. Whatever their predictive validity, they cannot provide researchers and educators with specific teaching variables. Yet, as a research variable, student general ratings have a particularly good history. The ratings were significantly related with student achievement in half of the twelve studies in which they were used, and the correlations were positive in ten of twelve studies. Teacher ratings of their own teaching effectiveness have an even better history; they were significantly and positively related to achievement in all three investigations in which they were used. (Underling added).

The first part of Rosenshine's summary defines certain constraints on the use of teacher ratings. His final comment, however, gives a basis for the use of teacher self-assessment as the key device in the MACT program.

Section C: Description of the Needs Assessment in ED 838A

ED 838A is always taken as the first course in the Professional Development sequence and as early as possible in the MACT program. In winter, 1979, this course was taught in two locations in the Battle Creek area, composed as follows:

I. Small Group Brainstorming Activity: Needs Assessment

II. Rating of Teacher Strengths and Deficiencies

III. Presentation on Areas of Teacher Behavior

IV. Individual Needs Assessment

V. Initial Program Planning

VI. Individualized Mini-Project

In this paper the focus will be on the first four components; program planning and the mini-project are based on the needs assessment done over the first three components.

I. Small Group Brainstorming Activity: Needs Assessment

The class was divided into small groups and given a handout describing the exercise (see Appendix I at the end of this sub-section, C, I). The categories listed on the first page of the handout were discussed, and then the groups were asked to discuss the strengths and deficiencies of classroom teachers in terms of these categories. They were then to list the three most characteristic strengths and deficiencies in each category. A group report was submitted. Next, on the basis that a teacher can improve instruction by capitalizing on his strengths and working to overcome his deficiencies, the groups were asked to identify the five strengths and five deficiencies which seemed to the group most important for this purpose. (see page 2, Appendix I.)

A number of features of this exercise ought to be noted. It is important that the first needs assessment done by the candidates is

clearly perceived by them as non-threatening. Two aspects of the exercise facilitate this perception. First of all, they are not themselves the subjects of the needs assessment; the focus is external, directed toward the strengths and deficiencies of typical teachers. In the second place, this examination takes place in a small group setting, whose processes, where the individual is concerned, are intended to be supportive and fairly anonymous. As a matter of fact, this group becomes a support group later on when candidates have completed the first draft of their individual needs assessment and return to their groups to share and discuss them.

Another feature of the exercise is that it requires the candidates to think in specific and concrete terms about characteristic teacher behavior. They then have to weigh these items, select three in each category and write them down. Thus, they will have raised and tested in group discussion a number of specific alternatives in a range of teacher behaviors.

At the end of this class, the Self-Evaluation Form (see Appendix III at the end of sub-section C, IV) was handed out. Candidates were asked to spend the next few weeks completing it. At the end of that time, they would then be returning to their original discussion groups to share their findings, but also to help one another make outlines of the written report to be presented at the conference with the instructor.

MICHIGAN STATE UNIVERSITY
Battle Creek Area Teacher Education Center

MACT

Small Group Brainstorming Activity--Needs Assessment

Choose a chairperson and recorder from your group.

Chairman: Recorder:

_____ _____

Other Members:

_____ _____

_____ _____

Discuss the strengths and weaknesses normally found in current classrooms as related to the various areas indicated below. List the three (3) most characteristic strengths and weaknesses in each area. Plan for an oral report to be given to the entire group and a written summary report to be submitted to the instructor:

A. Planning

B. Organization and Management

C. Working with People

D. Classroom Climate and Control

E. Command of Subject Matter

F. Teaching Methods

G. Use of Audio-Visual Materials

H. Understanding Human Growth and Development of Children

I. Understanding of Curriculum and Curriculum Development

J. Evaluation Procedures

K. Personal and Professional Characteristics

L. Other

Summary

A teacher can improve instruction by capitalizing on his or her strengths and working to overcome weaknesses.

From the above list, identify five (5) strengths and five (5) weaknesses your group believes to be most important:

Strengths

1.

2.

3.

4.

5.

Weaknesses

1.

2.

3.

4.

5.

JJC:cf

II. Rating of Teacher Strengths and Deficiencies

At the end of the "Small Group Brainstorming Activity" the groups handed in their lists of three strengths and three weaknesses for each of the given categories. The items were sifted and sorted by the instructor and written out in statement form. Two lists were made up in this way, with ten or eleven statements under each categorical heading. (See Appendix II at the end of this sub-section, C, II.)

These lists were distributed in class to the candidates who were asked to rank from one to three the three statements in each group which seemed most characteristic of the skilled or unskilled teacher, as each list required. These ranked lists were collected the following week, after which the scores were added up, tabulated and subsequently reported to the class.

It was not, however, the results of the ranking in themselves which were of major importance. Rather, the emphasis was on the process which involved having to give close consideration to the descriptive statements and then compare them in importance in terms of the criterion headings. This exercise was intended to assist the candidates refine their categories so that each person could develop a sharply focused cognitive map of teacher behavior which he could apply to the assessment of his own professional strengths and needs.

Perhaps it should be stressed at this point that candidates now had a list of deficiencies and strengths. This is a continuing theme in our needs assessment: that it is important to know one's strengths specifically and to build on them, even as it is important to know one's deficiencies as exactly as possible and to attempt to improve on them. It seems right to emphasize strengths in a professional needs assessment,

for it is more likely that a dominant concern for the improvement of strengths will keep a teacher reaching for excellence rather than the tame quest to eliminate deficiencies.

Appendix II

List of Teacher Abilities

Prepared by D. Wilson
for MACT, Battle Creek/Hastings
February, 1979

In each group of statements (A, B, C, etc.) below, rank the three most important statements from 1 to 3 in order of importance by placing the appropriate number beside each of the three statements in the column to the right.

A. Planning.

The skilled teacher:

1. Makes plans that are flexible. ____
2. Makes both short range and long range plans. ____
3. Knows what is likely to work because of experience and/or careful observation and analysis. ____
4. Aims to involve all students in meaningful work. ____
5. Plans to meet the needs of individual students. ____
6. Plans for the use of a variety of materials. ____
7. States precise goals and objectives. ____
8. Carefully plans the use of the available time. ____
9. Writes plans clearly and in sufficient detail so that a substitute could follow them. ____
10. Can integrate different materials, methods, and interests in a plan. ____

B. Organization and Management.

The skilled teacher:

1. Firmly establishes the rules of the classroom so that students know expectations and consequences. ____
2. Is consistent in establishing the day to day patterns of the class. ____
3. Involves students in the organization and management of their own and the class' time. ____
4. Has all needed supplies and materials on hand. ____
5. Ensures that every ability level has something to do. ____
6. Attends to the special needs of individual students. ____
7. Can recognize needs and problems early, and deal with them before they develop into major matters. ____
8. Is flexible and adaptable to external conditions and requirements. ____
9. Can carry on smoothly and efficiently when plans prove inadequate. ____
10. Keeps adequate up-to-date files over the years. ____
11. Gives personal example of orderly self-management to the class. ____

C. Working with People.

The skilled teacher:

1. Is open and honest. ____
2. Is sensitive and tactful. ____
3. Asks for and appreciates the advice and help of others. ____
4. Is a good listener. ____
5. Trusts own judgment. ____
6. Communicates effectively with parents and has their support. ____

C. (Continued)

7. Is positive and enthusiastic, without negative preconceived ideas about students or parents. ____
8. Admits mistakes and areas of ignorance, and can accept criticism. ____
9. Shows respect for others as people. ____
10. Is cooperative, helpful and willing to share. ____
11. Has a sense of responsibility in one's dealings with others. ____

D. Classroom Climate and Control.

The skilled teacher:

1. Communicates easily with students and they communicate easily and in an orderly manner with him/her. ____
2. Helps each student to build a positive self-concept. ____
3. Shows emotion without going to excess. ____
4. Creates a comfortable, attractive physical learning environment. ____
5. Has a sense of humor. ____
6. Is aware of and follows with discretion school policies and procedures for handling discipline problems. ____
7. Provides security for students by establishing routine, schedule and guidelines. ____
8. Follows through on class rules and arrangements. ____
9. Is fair, firm and consistent in the classroom. ____
10. Is flexible and adjusts to the needs of individual students, and to the differences between groups and classes. ____
11. Maintains a relaxed atmosphere in which students feel free to make mistakes. ____

E. Command of Subject Matter.

The skilled teacher:

1. Has inclusive knowledge of the subject matter including the content of the last year's and the next year's syllabus. ____
2. Keeps up with current ideas and information in the subject, and constantly expands one's knowledge. ____
3. Maintains or keeps in touch with a reference library, and consults resource persons when necessary. ____
4. Has strengths in other subjects besides one's own. ____
5. Can admit ignorance and willingness to learn along with the class. ____
6. Adapts knowledge to the ability level of students. ____
7. Can analyze subject into smaller, teachable components. ____
8. Understands and demonstrates skills being presented. ____
9. Is well prepared and can answer most questions. ____
10. Has personal interest in subject matter and communicates this to students. ____

F. Teaching Methods.

The skilled teacher:

1. Includes all children, regardless of ability. ____
2. Uses a variety of materials and methods appropriate to different students, subjects and situations. ____

F. (Continued)

3. Varies voice, actions and pace. ____
4. Communicates clearly and effectively with students in both speech and writing. ____
5. Communicates a sense of the purpose of what is being taught. ____
6. Generally uses a definite teaching strategy (e.g. the 5 steps: Describe/Demonstrate/Repeat/Do/Check). ____
7. Uses a variety of appropriate testing techniques. ____
8. Uses teaching methods that suit own personal abilities and style. ____
9. Uses a 'hands on' approach a great deal of the time. ____
10. Keeps up with new developments, and is willing from time to time to give a careful try to a new approach. ____
11. Uses suitable resource people in the classroom. ____

G. Use of Audio-Visual Materials.

The skilled teacher:

1. Uses a variety of audio-visual materials. ____
2. Uses audio-visual materials to enrich the curriculum, help students understand, or excite their interests in a specific subject area. ____
3. Previews the material and follows it up in class. ____
4. Is aware of what is available in the school's resource center or from the intermediate center. ____
5. Changes bulletin boards regularly and keeps them relevant. ____
6. Uses audio-visual materials to engage more fully the students' senses in the learning process. ____
7. Has clear goals and sticks to them in using audio-visual materials. ____
8. Knows how to use equipment properly. ____
9. Has 'hands on' materials available for students. ____

H. Understanding Human Growth and Development.

The skilled teacher:

1. Understands the different stages of child development, knows which stage each class is at, and plans accordingly. ____
2. Understands and cares about human feelings. ____
3. Is aware of the home environment of students and its effects on them. ____
4. Knows how development of the child relates to the learning process (e.g. 'readiness stages'). ____
5. Knows what special services are available. ____
6. Has expectations that do not exceed nor fail to challenge a student's level of development. ____
7. Encourages autonomy, for example, by allowing students to select things to do, and work on their own. ____
8. Helps students to develop self-confidence. ____
9. Knows that the teacher is a model for the children. ____
10. Understands students' problems and how to deal with them. ____

I. Understanding Curriculum and Curriculum Development.

The skilled teacher:

1. Knows federal, state and local guidelines, and established priorities congruent with their goals and objectives. ____

I. (Continued)

2. Knows departmental (or school) philosophy and objectives and plans in accordance with these. _____
3. Knows in detail the objectives for the grade level above and below for each subject (or grade) he teaches. _____
4. Sets reasonable objectives for each grade level. _____
5. Uses pretesting to find where the students are. _____
6. Modifies guidelines to suit needs of particular classes. _____
7. Plans with other personnel in the building. _____
8. Participates in follow up or evaluation studies. _____
9. Develops or helps to develop new courses to meet school needs. _____
10. Is aware of new materials or thrusts in curriculum. _____

J. Evaluation Procedure.

The skilled teacher:

1. Uses a variety of evaluation procedures appropriately, as is not restricted, for example, to written tests. _____
2. Makes sure students understand the evaluation procedures and what is expected of them. _____
3. Constantly evaluates own teaching. _____
4. Has a set of tests to fit own needs. _____
5. Evaluates realistically and tests only what has been taught. _____
6. Interprets results of evaluation for benefit of students, puts comments on papers, offers suggestions for improvement. _____
7. Evaluates both strengths and weaknesses. _____
8. Uses tests as teaching instruments. _____
9. Communicates regularly with parents regarding evaluation results. _____
10. Keeps accurate and adequate records. _____

K. Personal and Professional Characteristics.

NB: RATE THE 4 MOST IMPORTANT STATEMENTS FROM 1-4 IN THIS GROUP.

The skilled teacher:

1. Always keeps appearance neat and clean. _____
2. Is always punctual and attends school faithfully. _____
3. Is sincere and enthusiastic. _____
4. Respects professional confidentiality with respect to both students and parents. _____
5. Shows by one's attitude that kids are important and never puts them down. _____
6. Has a positive attitude to teaching. _____
7. Is fair and objective. _____
8. Is understanding. _____
9. Is tactful and diplomatic. _____
10. Conducts affairs with students, parents, community members and other teachers in a professional manner. _____
11. Keeps self-control in tense situation. _____
12. Has a sense of humor. _____
13. Is active in professional organizations. _____
14. Is actively involved in the community. _____
15. Is open to new ideas and constructive criticism. _____
16. Respects others--students, staff and parents. _____

List of Teacher Deficiencies

Prepared by D. Wilson
for MACT, Battle Creek/Hastings
February, 1979

In each group of statements (A, B, C, etc.) below, rank the three statements most characteristic of the unskilled teacher in order of importance from 1 to 3, by placing the appropriate number beside each of the three statements in the column to the right.

(Note: Marked statements (*) are new; unmarked statements are almost the opposite of those contained in the List of Teacher Abilities.)

A. Planning.

The unskilled teacher:

1. Overplans and is inflexible ____
2. Does not keep plans up to date ____
3. Lacks experience and has not taken the opportunity to observe other teachers critically. ____
*4. Is unfamiliar with the resources in the school and community ____
5. Does not plan to meet the needs of the children ____
6. Does not plan for the proper use of a variety of materials ____
7. Has no clear objectives or priorities ____
8. Does not plan properly the use of one's own or the class's time ____
9. Does not keep an adequate lesson plan book for a substitute to use ____
10. Unable to integrate lesson plans **within** the concept of a total unit ____

B. Organization and Management.

The unskilled teacher:

1. Does not plan for and establish the sort of classroom routine that makes students feel secure ____
2. Is inconsistent in discipline and daily work patterns ____
3. Does not involve students in organization and management ____
4. Does not provide for the adequate supply, use and storage of classroom materials ____
5. Organizes and manages all classes in the same way ____
6. Tends to use a lot of busy work and does not adapt materials or methods to the needs of individual students ____
*7. Does not organize for the best use of classroom time ____
8. Is too organized and inflexible ____
*9. Does not build rapport with students ____
*10. Does not stick to objectives ____
11. Does not maintain sufficient self-control ____

C. Working with People.

The unskilled teacher:

1. Is untrustworthy ____
2. Shows little tact or concern for the feelings of others, but is sarcastic and ridicules others in public ____
3. Is narrowminded and sometimes unaware of the full scope of a problem ____
4. Is not a good listener ____
5. Abides rigidly by the school rules and does not use discretion ____

C. (Continued)

6. Does not relate to parents and other community members in a positive way
7. Is negative and apathetic
8. Has a closed mind and is unable to admit mistakes
9. Adopts a superior attitude and does not have respect for others
10. Is uncooperative and unhelpful
*11. Shows favoritism and unfairly labels students
*12. Uses poor English

D. Classroom Climate and Control.

The unskilled teacher:

1. Does not relate to all students in a positive manner
2. Violates the dignity of students and does not build up the self-worth of each student
*3. Does not clarify instructions, directions, etc.
4. Does not maintain a clean, comfortable, structured/organized learning environment
*5. Rigidly adheres to one organizational pattern in the classroom
6. Is not aware of school procedure for handling certain disciplinary problems
7. Allows too much freedom--more than the students can handle
8. Does not follow through on disciplinary procedures
9. Is inconsistent and cannot find the happy medium
10. Does not recognize or understand the needs of individual children
11. Is tense and overpowering, and uses threats to maintain control
*12. Allows undesirable behavior to become established

E. Command of Subject Matter.

The unskilled teacher:

1. Does not have an adequate background in the subject
2. Does not continue to expand one's knowledge about new methods and developments
3. Sticks only to what he knows and does not teach sections of the curriculum where he feels insecure
4. Teaches only what is in the text
5. Thinks he always has to be the expert in the classroom
6. Is unable to present subject matter at the level of the students
*7. Has a closed mind about the subject
8. Inadequately understands or models the ideas or skills being taught
9. Gives wrong answers to questions when he does not know the answers
10. Unable to hold the students' interest

F. Teaching Methods.

The unskilled teacher:

1. Expects the same from every child
2. Is rigid and inflexible, tending to use a very limited range of methods and materials

F. (Continued)

3. Uses method unsuited to students or topic
4. Is not a good listener
5. Teaches the books not the students
6. Is incapable of using certain basic techniques
*7. Finds it difficult to admit mistakes
8. Is unable to integrate a variety of techniques into one's own style
*9. Spends too much time sitting at the desk
10. Uses outdated material
*11. Does not make learning enjoyable

G. Use of Audio-Visual Materials.

The unskilled teacher:

1. Hardly uses audio-visual materials or uses a very limited range of these materials
2. Overuses audio-visual materials, especially films, so that they use up time and at best are seen as entertainment
3. Does not preview or follow up audio-visual material in class
4. Does not know what is available
5. Makes inadequate or untidy use of bulletin boards
6. Is unaware of the potential of audio-visual materials in the teaching process
7. Does not correlate the use of audio-visual materials with the aims of the lesson
8. Does not know how to run the equipment

H. Understanding Human Growth and Development.

The unskilled teacher:

1. Does not adjust teaching techniques to the level of the students
2. Has no empathy for the emotional changes students are undergoing
*3. Is unaware of individual needs and differences and treats all children alike
4. Is unaware of growth and development as important factors in the learning process
*5. Favors brighter or more advanced students
6. Expects too much or not enough
*7. Is not aware of the types and range of children to be encountered in class
*8. Is unaware of the total child
*9. Is too critical
10. Does not understand and cannot cope with special learning or behavior problems in class

I. Understanding of Curriculum and Curriculum Development.

The unskilled teacher:

1. Has an insufficient knowledge of relevant guidelines and objectives
2. Disregards curriculum objectives, or does not adequately integrate them and own perceptions of subject needs

I. (Continued)

3. Is unaware of or ignores what is being taught above and below the subject or grade level he teaches
4. Does not set objectives or define priorities
*5. Has a narrow view of the field of study
6. Does not modify curriculum according to feedback from students
7. Does not plan with colleagues
8. Does not continually evaluate curriculum
9. Complains about texts but never helps in the development of the curriculum
10. Is unaware of new approaches
*11. Pays too much attention to popular topics (e.g., pollution, drugs, etc.)

J. Evaluation Procedure.

The unskilled teacher:

1. Uses standardized tests almost exclusively
*2. Is unduly affected by whether he likes a student or not
3. Does not adequately evaluate own teaching and/or is unresponsive to evaluation feedback
4. Is not familiar with evaluation procedures and instruments
5. Tests what has sometimes not been taught
6. Does not know how to interpret evaluation results and how to give helpful feedback to students
*7. Does little evaluation except at report card time, and tends to rely solely on test scores
*3. Uses tests that are too limited in scope, not causing students to think or operate at different levels
*9. Does not have an established procedure for evaluating students' progress
10. Keeps poor records
11. Puts too much emphasis on evaluation and/or evaluates too often

K. Personal and Professional Characteristics.

N.B.: RATE THE 4 MOST CHARACTERISTIC STATEMENTS FROM 1-4 IN THIS GROUP.

The unskilled teacher:

1. Is not careful about one's personal appearance
2. Does not comply with rules set by administration and staff
3. Gives excuses often
4. Reveals confidential information about children without proper need
5. Picks favorites
6. Lacks concern for anything but paycheck
*7. Thinks he must be a Super Person and not make mistakes
8. Is narrow minded and lacks concern for others
*9. Is frustrated in one's personal life

K. (Continued)

10.	Comes down to the level of the children by arguing with them or trying to be a pal	
11.	Cannot control one's temper	
12.	Has no sense of humor	
13.	Has difficulty working with other teachers and with parents	
14.	Avoids contact with parents and other community members	
15.	Does not easily accept suggestions for improvement	
16.	Sometimes degrades other staff members or students	
*17	Is on a "power kick"	
*18.	Has sloppy speech habits or idiosyncracies	

III. Presentation on Areas of Teacher Behavior

During the weeks in which the candidates were filling out the Self-Assessment Forms, flesh was being put on the bare bones of the assessment categories. Instruction was given in the following areas:

Teaching Strategies
Questioning Skills
Verbal Interaction Analysis
Helping Relationships Skills
Classroom Management and Organization Skills
Planning Strategies

The other areas were informally discussed from time to time during class sessions.

These "presentations" involved lectures, group discussions, group work, out-of-class assignments and informal oral reports. They had two main purposes. First, candidates should think, or rethink, about these areas of teacher behavior and get some ideas which they can apply to their current classroom practice. Second, candidates were expected to evaluate their own behavior in terms of each topic presented as part of their on-going needs assessment at that time.

IV. Individual Needs Assessment

As already mentioned, the individual needs assessment really began immediately after the small group brainstorming activity (C, I) when the Self-Evaluation Form (see Appendix III at the end of this sub-section) was distributed to the candidates. It continued through the subsequent weeks when they had class sessions in which they rated the strengths and deficiencies of a typical teacher and in which they explored several areas of teacher behavior in relation to their own performance.

The individual needs assessment had two parts--the Self-Evaluation Form and the final report. At the end of the series of presentations,

the candidates completed the Self-Evaluation Form and got together in groups to share and revise them. The Self-Evaluation Form was recommended to the students as a resource that they could use in analyzing their needs. Any candidate was free to use another device or none at all--whichever they found more helpful--in organizing this preliminary account of their teaching behavior. The recommended form required the candidate to make a descriptive outline detailing a comprehensive range of his professional behavior.

Many candidates found the group session, in which they shared and revised their Self-Evaluation Forms, the most useful part of the whole process. The intrinsic utility of this activity may have been given some urgency by the fact that the following week each candidate had to prepare and present the formal report on their needs.

The individual needs assessment, then, was a combination of two products--one preliminary, and the other, the culminating activity. The first of these was the completed Self-Evaluation Form (or a substitute for this) which the candidates brought to class and worked on together in groups. Using this revised form as the basis, they each prepared a final report, in essay or extensive note form, which they discussed in a private conference with the instructor.

MICHIGAN STATE UNIVERSITY
Battle Creek Area Teacher Education Center

Name_____

Date_____

Self-evaluation form: To be completed by the candidate and returned to the instructor.

The Master of Arts in Classroom Teaching is unique in its emphasis on projects or activities which occur in a candidate's classroom. Approximately one-third of the program involves self-designed projects from diagnosed needs.

This instrument is intended to assist the instructor and candidate in making a thorough needs assessment.

Instructions: Please provide a description of significant strengths and identified needs. Describing specific examples will be most helpful. (Many MACT candidates will want to consult with their principal, advisor, other teachers and fellow MACT class members during this needs assessment process.)

A. Personal and Professional Characteristics:

Cooperative Work with Staff:

Cooperative Work with Parents:

Personal Vitality, Enthusiasm and Persistence:

Commitment to Teaching:

B. Working with People:

Ability to ask for and react to help from others:

Ability to recognize others' needs and to give help/advice:

C. Planning:

Objectives:

Short-Range Plans:

Long-Range Plans:

D. Teaching Methods:

Teacher Centered:

Group Activities:

Individualized:

E. Classroom Climate and Control:

Student Centered:

Teacher Centered:

F. Organization and Management:

Physical Setting:

Positive Discipline Techniques Employed:

Negative Discipline Techniques Employed:

G. Use of Audio-Visual and Other Resource Materials:

Use of Printed Material (Reading):

Use of Audio-Visual Material:

Use of Other Resources:

H. Evaluation Procedures:

1. Student Progress

Test Construction and Use:

Other Procedures for Evaluating Student Progress:

Reporting to Students:

Reporting to Parents:

2. Teaching Methods (How are these procedures evaluated?):

I. Command of Subject Matter:

J. Understanding Human Growth and Development of Children:

Social:

Emotional:

Physical:

K. Understanding of Curriculum and Curriculum Development:

Sequential Development:

Research and Trends:

L. Other:

Summary

Using the preceding work as background information, please identify your major strengths and needs for development.

I. Outstanding Teaching Strengths:

II. Immediate Needs for Development:

III. Briefly describe the types of experience or course you would like the University to provide for you as a result of your needs assessment. Please use one sentence or phrase to describe each one.

A. Professional Knowledge

1.

2.

3.

4.

5.

6.

B. Special Interests

1.

2.

3.

4.

5.

6.

Section D: Conclusion

After the needs assessment has been done, program planning and a mini-project on some aspect of instructional development complete the course.

Program planning may continue almost to the end of the MACT program, but the process begins and usually the main directions are set in ED 838A after the needs assessment. An awareness of the full resources of the program unfolds as the candidates progress; but with the appreciation of their strengths and needs fresh in mind after the needs assessment, candidates have strong desires about the directions in which they would like to go. So, in collaboration with their advisor, routes are outlined, some courses and experiences selected and possibilities for classroom projects discussed. As the final exercise for the term, each candidate actually plans and carries out one of these classroom projects. It is called a mini-project, because both its scope and the time available for its completion are limited. This exercise helps the candidates to consider a range of concrete possibilities and to learn the basic techniques required.

With regard to program planning, the major point is that the individual candidate is in the driver's seat. The advisor helps him to define objectives and clarify goals and informs him of possibilities and limitations. But within the resources of the program, a candidate shapes and takes responsibility for his program. He is a professional who has come for a time, part-time, on the MACT program. In his professional life, the MACT intervenes for a while in a limited way. The needs assessment in ED 838A helps to assure for the professional that his autonomy is a dynamic force in charting his professional development in the MACT program.

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